



THE
1590
TRUST

Conyers School Curriculum Policy

Date: June 2024

Policy Review Cycle: Annually

Review Assigned to: Conyers Quality of Education Committee

A destinations curriculum which aims to provide rich learning experiences for all

The aim of the Conyers curriculum is that all students are given a wide range of experiences, within and beyond the classroom, through which they gain the knowledge and skills they require to make a successful transition to education or employment at 16 or 18. Subject leaders plan a 7 year curriculum starting with (if appropriate) the national curriculum. This overview acts as a framework for detailed schemes of work that ensure there is a coherent sequence to what children learn and when they learn it. Provision for students with SEND is modified so that their needs are met whilst maintaining curriculum breadth.

The Executive Team works with the Quality of Education Committee of the Governing Body in monitoring and evaluating the quality of the curriculum. The curriculum at Conyers is not static and is reviewed regularly to ensure that it helps drive the realisation of the aims.

Policy:

The curriculum at Conyers should:

- raise attainment, with a focus on English, mathematics and science.
- ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards
- induct learners into the essential knowledge, skills and discourse of subject disciplines and to develop specialisms appropriate to aptitude
- prepare young people for the world of employment and further and higher education
- make learners more aware of, and engaged with, their local, national and international communities
- encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make
- contribute to community cohesion
- acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation.
- Give students an understanding of British values and prepare them for life in modern Britain.
- Meet statutory requirements.

Personal Development (PD) in the Curriculum

Personal Development in school is the means by which all young people are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society.

PD covers PSHE, RSE, Citizenship, CEIAG is delivered primarily through daily tutorial periods along with weekly assemblies, 6 Focus Days and subject specific content. The focus days give the opportunity to provide students with extended learning experiences. Subject specific content is included in departmental schemes of work.

How it will be monitored:

Leadership Forum
Annual Meeting with all Team Leaders

By Whom:

Assistant Headteacher (Curriculum)

Review Date:

Annually, February

Review Assigned to:

Conyers Local Governing Body Quality of Education Committee

Appendix 1

Curriculum Structure for 2024/25

50 period 2 week timetable

KEY STAGE 3													
Year	En	Ma	Sc	Fl	Comp.	PE	Te	RE	H	G	Art	Mu	Dr
7	7	7	6	6	2	4	4	2	3	3	2	2	2
8	7*	7*	6	5	2	4	4	2	3	3	2	2	3
9	7	7	7	5	2	4	2	4	3	3	2/2/2 or 3/0/3**		

In all years there is an Additional Needs (AN) group. The curriculum for these groups is amended to meet student need whilst maintaining a breadth of experiences.

In class support and withdrawal for literacy reinforcement are available where appropriate for students with SEND.

In Y7 all classes are taught in mixed ability tutor groups apart from Maths.

Students are also taught in sets for French in Y8 and Science in Y9

*A 2nd language is introduced in Year 8 for some students, 1 period is taken from Maths & English, and these students have 7 periods of MFL in Years 8&9. They sit GCSE French in Y9 and the other language in Y11.

In Y9 Technology students choose two areas from Design Technology, Engineering, Food and Textiles spending half the academic year on each choice

In Y9 students start the GCSE RE course

**2 groups study all 3 Creative Arts, All other groups study Art & Drama

PD including RSE & IAG delivered by subjects, in tutorial periods & through 6 Focus Days

KEY STAGE 4										
Year	En	Ma	Sc	Mfl	RE	PE	OP1	OP2	OP3	
10	9	8	9	5	2	2	5	5	5	
11	9	8	9	5	2 (RSE)	2	5	5	5	

En is English Language and English Literature.

Sc is Biology, Chemistry and Physics for all students – 3 groups 3GCSEs, 7 groups 2GCSEs

Options: (3 options - guided choice to ensure curriculum balance from)

- Creative and Expressive: GCSEs in Art, Drama, Music
- Humanities: GCSE & Tech. in Business Studies, GCSEs in Geography, History, BTEC Travel Tourism
- Technology: GCSEs in Food Preparation & Nutrition, DT (RM or Textiles), BTEC in Engineering
- Other: GCSE Computing, Creative imedia (Level 2), GCSE & BTEC PE, BTEC Health & Social Car
- Learning support options including GCSE Photography, Princes Trust and Functional Skills En & M **PD including RSE & IAG** delivered by subjects, in tutorial periods & through 6 Focus Days in Y10. In Y11 RE time allows for a greater emphasis on these aspects of the curriculum.

Qualifications All courses apart from Fasttrack French and full course GCSE RE are accredited at the end of Y11.

KEY STAGE 5

4 option blocks (10 periods) matched Y12/13 – generated from student choices. Available subjects as follows

Level 3 BTEC courses in:

Engineering, and Health & Social Care [equivalent to 3 A levels] and IT [equivalent to 1

A level] A Level courses in :

English Language, English Literature, Mathematics, Further Mathematics, Core Mathematics, Biology, Chemistry, Physics, Psychology, French, German, Spanish, Computer Science, Business Studies, Economics, Geography, History, Government & Politics, Religion, Sociology, Art, Music, Music Technology, Theatre Studies

Those students who failed to secure a Level 2 pass in GCSE English and/ or Maths during Y12 have timetabled lessons in the subject(s) they failed.

Wider curriculum opportunities include

- Extended Project started at the end of Year 12 and completed by February of Year 13.
- Wednesday afternoon a variety of Enrichment Activities including Sport, Creative Writing, Conversational Modern languages, Community Service, Work Experience, Cookery and Peer & Subject Mentoring.
- PD including RSE & IAG delivered through the weekly assembly and tutor periods & 12 Focus Days.
- Work experience week for all students at the end of Year 12.